New Jersey FFA Horse Evaluation Career Development Event

I. Purpose

The purpose of the New Jersey FFA Horse Evaluation Career Development Event is to: promote the study of and interest in equine science selection, care and well-being, management and production through the agricultural education curriculum; encourage experiential learning through use of practical skills and applied knowledge and provide recognition for those who have demonstrated skills and competencies as a result of instruction in equine science.

II. Objectives

A. To instill leadership and motivate learning in the classroom through development of student skills in cooperative learning, observation, analysis and communication.
B. To develop and exercise competitive spirit in a team atmosphere.
C. To create a foundation for career choices by building an awareness of opportunities within the equine industry.
D. To advance knowledge in equine science selection, care and well-being, management and production of horses.
E. To provide the opportunity to evaluate, make decisions and orally justify decisions on conformation traits and performance of horses.

III. Common Core & State Core Curriculum Content Standards (CCCS)

Through Agriculture, Food and Natural Resources Education, FFA helps students meet the Common Core Standards and the Science Core Curriculum Content Standards. The Horse Evaluation Career Development Event teaches students about English Language Arts and Science standards. Some examples of how the Horse Evaluation Career Development Event is meeting these standards are:

Students will: integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- Comprehension and critical analysis skills of Agricultural Education students are developed through identification and evaluation of animals through media (slides, videos, and computer CD-ROM). **[SL.11-12.2. English Language Arts: Speaking and Listening – Comprehension and Collaboration]**

Students will: adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- Through agricultural education, students learn speaking skills as it relates to the

evaluation of an animal. **[SL.11-12.6. English Language Arts: Speaking and Listening – Presentation of Knowledge and Ideas]**

All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth.

- ***E. Evolution and Diversity:*** *Sometimes, differences between organisms of the same kind provide advantages for surviving and reproducing in different environments. These selective differences may lead to dramatic changes in characteristics of organisms in a population over extremely long periods of time.*
  - Students apply scientific principles to evaluate the physical characteristics and performance abilities of horses and how these factors relate to genetics. **[5.3 Life Science – E. Evolution and Diversity]**

IV. Event Rules

****See the CDE rules section in the overall event handbook for additional rules. ****

1. Each team will be comprised of three or four members. The top three members' scores will be used to determine the total team score.
2. Participants should wear an FFA shirt, pants (no shorts) and appropriate footwear (no open-toed shoes).
3. All attire of riders and handlers and tack is legal in the selection classes.
4. All in-hand classes will be judged as sound, and all performance classes will be judged as they go, in regard to soundness.
5. AQHA novice rules will be used in Hunter Under Saddle and Western Pleasure classes in reference to head set and head carriage.
6. No individuals from the same school/chapter may talk, confer or judge together. Penalty will be loss of score for that section of the event or disqualification for the event. Event coordinator has the authority to make disqualifications.
7. Participants are NOT allowed to use (or have visible) electronic devices during the event, unless for medical reasons or a portion of the event requires usage. This includes cell phones, iPods, mp3 players, tablets, etc. Participants will be allowed to use calculators, if specified for that event; however, cell phone calculators and graphing calculators are not permitted! **Failure to adhere to these rules will result in disqualification.**
8. All individuals participating will judge in a cooperative manner following the rules set forth by the event coordinator
9. No school/chapter will use Rutgers University or Delaware Valley College for the training of teams. **Penalty will be disqualification**
10. All events will be scored using "Scan-tron" sheets. It is important for students to listen to directions and fill out the sheets correctly in order to receive credit. Sample scan-tron sheets are available for practice on the State Activity Guide.
11. There will be no separate alternate teams.
12. A student may not compete in more than one event during FFA Career Development Events. A student cannot compete in more than one event at the National

Competition each year. This includes public speaking, parliamentary procedure and all non-leadership team events.

13. The State level competition fee of $9 will be paid by the competing school. If a chapter is at least **blue** affiliated, registration to state FFA career development events is waived.

V. Event Format

A. Materials each participant needs to provide:

1. Clipboard
2. Two sharpened No. 2 pencils for placing classes
3. No pre-printed materials will be allowed during the team activity.
4. Students can use a blank AQHA approve score sheet during selection classes

B. Individual Activities

1. Identification classes – 40 points

   Participants will identify 10 breeds and/or colors and markings of horses and 10 tack and equipment items. Each problem will be worth 2 points each.

2. Selection Classes - 400 Points

   a. There will be a total of five classes, three classes of halter and two classes of performance events. There will be two classes of reasons, one reason class in each area (halter and performance).
   b. Three halter classes will be judged. Halter classes may be represented by the following breeds and types (list is NOT all-inclusive): Quarter Horse, Conformation Hunter, Appaloosa, Arabian, Paint, American Saddle Bred and Morgan. All halter classes will be judged as sound.
   c. Two performance classes will be judged. Performance classes may include: Western Horsemanship, Hunt Seat Equitation, Western Pleasure, Western Riding, Reining, English Pleasure (Saddle Seat), Hunter Under Saddle (Hunt Seat), Trail and Hunter Hack. Performance classes will be judged as presented (unsoundness to be penalized accordingly). Patterns will be provided to the teams prior to the start of the event for all classes requiring patterns. List is NOT all-inclusive.
   d. There will be two oral reasons classes selected, one from the halter classes and one from the performance classes. Note: Points will be deducted if participants use notes during oral reasons presentations.

C. Team Activity – 200 points total (50 points per activity)

1. Practical Application Activities

Participants will be answering questions and gathering information from practical application activities. Teams will complete up to four activities. Participants will have ten minutes for each activity. Examples of practical activities include feed/hay selection and selecting equipment to properly shoe a horse.

VI. Tiebreakers

Ties will be broken in the following order:

A. Individual:
   1. Oral reasons total
   2. Performance classes total
   3. Halter classes total

B. Team:
   1. Team oral reasons total
   2. Team performance classes total
   3. Team halter classes total

VII. Event Snapshot

Below is a brief overview of the Horse Evaluation CDE:

A. This event consists of four phases:
   a. Phase I – Team Activity – up to 200 Points (50 pts. for each activity)
   b. Phase II – Identification Classes – 40 points
   c. Phase III – Judging Classes 50 Points X 5 Classes- 250 Points
      i. 3 halter classes and 2 performance classes; non-reasons classes will be evaluated for 12 minutes and the reasons class will be evaluated for 15 minutes.
   d. Phase III- Oral Reasons – 100 points
      i. Reasons will be given on one halter class and one performance class identified at the beginning of the event.

B. Material will be distributed prior to the event.
C. A chapter may have a team of three or four.
D. The top three scores are used in determining the team's rank.

VIII. Scoring

The event is organized into the following parts, classes and point values:

	Individual	**Team**
Identification Classes	40	120
Oral Reasons (2 classes)	50 x 2=100	300
Selection Classes (6)	50 x 5=250	750
Total Classes	**390**	**1170**
Team Activity		
Team Activity	n/a	200
Total Team Activity	n/a	**200**
Total Team Score*	n/a	**1,370**

* (top 3 individual's scores plus team activity)

IX. Awards

Awards will be presented following the event to individuals and/or teams based upon their rankings in the event. A national sponsored plaque will be awarded to the first place team. Medals (gold, silver, bronze) will be awarded to the top three individuals in the overall event. H.O. Sampson Certificates (1st – 5th) will be awarded to the top five individuals in the hands-on practicum areas only. Awards are sponsored by the New Jersey FFA Foundation, Inc., the New Jersey State FFA Association, and/or the National FFA Organization. The first place Horse Evaluation team has the opportunity to represent New Jersey at the National FFA Convention in October (with 60% of team points earned) and Eastern States Exposition (Big E) in September.

X. References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA Core Catalog - CDE Questions and Answers
http://shop.ffa.org/cde-qas-c1413.aspx

Current Official AQHA Handbook

American Quarter Horse Association, Amarillo Texas – Video References
http://www.aqhastore.com/store/category/3/11/How-To/

2002 edition of the AQHA Championship Judging Series
http://nhjtca.org/contentsales.html

Heird, James C. and The American Quarter Horse Association, *Competitive Horse Judging*. First Edition. The American Quarter Horse Association, 1990.

Evans, J. Warren, Borton, Anthony, Hintz, Harold F., and Van Vleck, L. Dale, *The HORSE*, second edition. W. H. Freeman and Company, 41 Madison Avenue, New York, NY 10010 ISBN 0-7167-1811-1

Horse Industry Handbook, published by the American Youth Horse Council. Order by calling 1-800-Try-AYHC http://ayhc.com/resources.htm

Equine Science Curriculum – a special project from the National Council for Agricultural Education http://www.teamaged.org/council/index.php/resources/60

Judging 101 http://judging101.com/

Tack Identification: *Horses and Tack*, Howard Ensminger and http://teskeys.com/tack.html

Oklahoma State University horse breed website

http://www.ansi.okstate.edu/breeds/horses/

University of Kentucky Agripedia website http://www.ca.uky.edu/agripedia/

Official Judging Guide from each of the various breed associations and audiovisuals

Appendix A: AFNR Career Cluster Content Standards

	Performance Measurement Levels	Event Activity Addressing Measurement	Related Academic Standards
ABS.01.02. Performance Indicator: Apply principles of entrepreneurship in businesses.			Social Studies: 7d
	ABS.01.02.01.a. Describe the meaning, importance and economic impact of entrepreneurship.	Team Activity	
ABS.02.01. Performance Indicator: Compose and analyze a business plan for an enterprise.			Language Arts: 3, 4, 5, 7 and 8 Social Studies: 7h
	ABS.02.01.02.a. Identify and observe ethical standards in planning and operating AFNR businesses.	Team Activity	
ABS.02.03. Performance Indicator: Apply appropriate management skills to organize a business.			Language Arts: 12 Social Studies: 7f
	ABS.02.03.01.b. Identify management types in AFNR businesses.	Team Activity	
ABS.06.01. Performance Indicator: Conduct appropriate market and marketing research.			Social Studies: 7b and 7h
	ABS.06.01.01.c. Implement and evaluate marketing strategies with agricultural commodities, products and services.	Team Activity	
ABS.06.02. Performance Indicator: Develop a marketing plan.			Language Arts: 3, 5, 7 and 8 Social Studies: 7b and 7d
	ABS.06.02.01.b. Perform a marketing analysis, including evaluation of the competitors, customers, international and domestic policy environment, regulations and rules, standards and AFNR business resources.	Team Activity	

ABS.06.03. Performance Indicator: Develop strategies for marketing plan implementation.			Social Studies: 7b and 7h
	ABS.06.03.01.b. Determine marketing strategies that are most likely to be effective in an AFNR business.	Team Activity	
AS.02.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.			Science: C1, C5 and F2
	AS.02.02.01.c. Explain how the components and systems of animal anatomy and physiology relate to the production and use of animals.	Team Activity; Oral Reasons	
	AS.02.02.06.c. Explain the impact of animal body systems on performance, health, growth and reproduction.	Team Activity	

AS.02.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.			Science: C5
	AS.02.03.01.c. Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth and reproduction.	Selection Classes	
	AS.02.03.02.b. Assess an animal to determine if it has reached its optimal performance level based on anatomical and physiological characteristics.	Team Activity; Selection Classes	
AS.03.01. Performance Indicator: Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.			Science: C4, F1 and F5
	AS.03.01.01.a. Explain methods of determining animal health and disorders.	Team Activity	
	AS.03.01.02.a. Identify common diseases, parasites and physiological disorders that affect animals.	Team Activity	
	AS.03.01.03.c. Design and implement a health maintenance and disease and disorder prevention plan for animals in their natural and/or confined environments.	Team Activity	
AS.03.02. Performance Indicator: Provide for the biosecurity of agricultural animals and production facilities.			Science: F5 and F6 Social Studies: 9d
	AS.03.02.01.a. Explain the importance of biosecurity to the animal industry.	Team Activity	

AS.04.01. Performance Indicator: Formulate feed rations to provide for the nutritional needs of animals.			Math: 1C and 6B Science: A4 and C5
	AS.04.01.01.b. Determine the relative nutritional value of feedstuffs by evaluating their general quality and condition.	Team Activity	
	AS.04.01.02.b. Appraise the adequacy of feed rations using data from the analysis of feedstuffs, animal requirements and performance.	Team Activity	
AS.05.03. Performance Indicator: Apply scientific principles in the selection and breeding of animals.			Math: 6CScience: A4, C2 and E2
	AS.05.03.01.c. Select a breeding system based on the principles of genetics.	Team Activity	
	AS.05.03.04.a. Explain the advantages of major reproductive management practices, including estrous synchronization, superovulation, flushing and embryo transfer.	Team Activity	
	AS.05.03.05.a. Discuss the uses and advantages and disadvantages of natural breeding and artificial insemination.	Team Activity	
AS.06.01. Performance Indicator: Demonstrate safe animal handling and management techniques.			Science: C6
	AS.06.01.02.b. Design programs that assure the welfare of animals and prevent abuse or mistreatment.	Team Activity	

AS.07.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.			Science: C6 and F6
	AS.07.01.01.b. Critique designs for an animal facility and prescribe alternative layouts and adjustments for the safe and efficient use of the facility.	Team Activity	
	AS.07.01.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of animals.	Team Activity	
AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals.			Science: C6 and F4
	AS.08.02.01.b. Describe the effects of environmental conditions on animal populations and performance.	Team Activity	

CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.			Social Studies: 4d and 4h
	CS.01.01.01.c. Work independently and in group settings to accomplish a task.	Team Activity; Selection Classes	
	CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.	Team Activity	
	CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given task.	Team Activity	
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.			Language Arts: 12 Social Studies: 4h
	CS.01.02.04.c. Evaluate the effectiveness of team members.	Team Activity	
CS.01.04. Performance Indicator: Character: Conduct professional and personal activities based on virtues.			Social Studies: 4c and 4f
	CS.01.04.04.c. Demonstrate respect for others.	Team Activity	
CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.			Language Arts: 12 Social Studies: 1e
	CS.02.02.02.c. Present oneself appropriately in various settings.	Team Activity	
CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.			Math: 6C Science: A4 Language Arts: 4 and 8
	CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.	Team Activity; Selection Classes	
	CS.02.04.02.c. Implement effective problem solving strategies.	Team Activity	
CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.			Social Studies: 4a
	CS.02.05.03.c. Exhibit self confidence while in the workplace.	Team Activity; Oral Reasons	
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.			Language Arts: 4, 5 and 12
	CS.03.01.03.c. Make effective business presentations.	Team Activity; Oral Reasons	

CS.03.02. Performance Indicator: Decision Making –Analyze situations and execute an appropriate course of action.			Science: A1 and A5 Social Studies: 1c and 4h
	CS.03.02.01.c. Make decisions for a given situation by applying the decision-making process.	Team Activity; Selection Classes	
	CS.03.02.02.c. Use problem-solving skills.	Team Activity; Selection Classes	
CS.03.03. Performance Indicator: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change.			Science: A2, A6 and E2 Language Arts: 7 Social Studies: 8a
	CS.03.03.03.c. Respond to feedback to improve a situation, skill or performance.	Team Activity	

Appendix B: Related Academic Standards

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

Mathematics

1. Standard and Expectations: Number and Operations
    1C. Compute fluently and make reasonable estimates.
6. Standard and Expectations: Problem Solving
    6B. Solve problems that arise in mathematics in other contexts.
    6C. Apply and adapt a variety of appropriate strategies to solve problems.

Science

A. Content Standard: Science as an Inquiry
    A1. Identify questions and concepts that guide scientific investigation.

A4. Formulate and revise scientific explanations and models using logic and evidence.
A5. Recognize and analyze alternative explanations and models.
A6. Communicate and defend a scientific argument.

C. Content Standard: Life Science
C1. The cell.
C2. Molecular basis of heredity.
C4. Interdependence of organisms.
C5. Matter, energy and organization in living systems.
C6. Behavior of organisms.

E. Content Standard: Science and Technology
E2. Understanding about science and technology

F. Content Standard: Science in Personal and Social Perspectives
F1. Personal and community health.
F2. Population growth.
F4. Environmental quality.
F5. Natural and human-induced hazards.
F6. Science and technology in local, national and global challenges.

English Language Arts

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Social Studies

1. Thematic Strand: Culture
    1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
    1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;
4. Thematic Strand: Individual Development and Identity
    4a. articulate personal connections to time, place and social/cultural systems;
    4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
    4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
    4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
    4h. work independently and cooperatively within groups and institutions to accomplish goals;
7. Thematic Strand: Production, Distribution and Consumption
    7b. analyze the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system;
    7d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations;
    7f. compare how values and beliefs influence economic decisions in different societies;
    7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
8. Thematic Strand: Science, Technology and Society
    8a. identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings;
9. Thematic Strand: Global Connections
    9d. analyze the causes, consequences and possible solutions to persistent, contemporary and emerging global issues, such as health, security, resource allocation, economic development and environmental quality;